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NATIONAL CONFERENCE ON INSTRUCTIONAL MATERIALS FOR STATE DEPARTMENT OF EDUCATION PERSONNEL (AUSTIN, MAY 22-25, 1960).
TEXAS EDUCATION AGENCY, AUSTIN

PUB DATE 66

EDRS PRICE MF-$0.50 HC-$2.80 68P.

DESCRIPTORS- *CONFERENCE REPORTS, *STATE DEPARTMENTS OF EDUCATION, *INSTRUCTIONAL MEDIA, *LIBRARY SERVICES, SCHOOLS, *STATE STANDARDS

THIS CONFERENCE SOUGHT TO IMPROVE THE RATE AND LEVEL OF DISCUSSION ABOUT TRENDS AND ISSUES IN THE USE OF NEWER TEACHING MATERIALS. PARTICIPANTS WERE MEMBERS OF STATE EDUCATION AGENCIES AND STATE BOARDS OF EDUCATION, STATE LEGISLATORS, SCHOOL ADMINISTRATORS, COLLEGE PERSONNEL, AND REPRESENTATIVES OF NATIONAL PROFESSIONAL ORGANIZATIONS. TEXTS OF SPEECHES ARE INCLUDED. (MS)

National Conference on Instructional Materials

for State Department of Education Personnel

Texas Education Agency

Austin, Texas

May 22-25, 1966

NATIONAL CONFERENCE

ON

INSTRUCTIONAL MATERIALS

FOR

STATE DEPARTMENT

OF EDUCATION PERSONNEL

This study is supported by a grant
made under provisions of Section 505
of Title V of the Elementary and
Secondary Education Act of 1965, PL 89-10

TEXAS EDUCATION AGENCY

AUSTIN, TEXAS

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OBJECTIVES

The improvement as well as the maintenance of existing programs of instruction is a major responsibility facing the state education agencies today. The changing nature of education, the advances in instructional methods and materials, have imposed severe challenges upon the ability of these state agencies to remain abreast and sensitive to current and potential developments in teaching. Of particular importance is the rapidity with which new instructional materials are being developed and used in the school. Teaching is becoming to an increasing extent dependent upon the availability of reliable sound equipment and materials as a prime means of instruction.

There is limited opportunity for communication concerning the status as well as the trends and issues involved in the development, and use, and evaluation of such materials. This limit to communication applies to state agency personnel in the several states as well as other interested and responsible individuals, e. g., members of boards of education, legislators, governors or their staffs. Efforts to improve the rate and level of discussion about trends and issues in the use of newer teaching materials are needed.

PROCEDURES

In order to meet the objectives and fulfill the purposes of the "National Conference on Instructional Materials," closely structured meetings were planned in which the 120 delegates participated in three days of lectures, demonstrations, group discussions, and field trips.

Preparation for the convention began with an invitation to each of the chief state education officers requesting that they select two delegates who would represent their state at the conference. These delegates were to be chosen because of their particular ability to strengthen the state department of education in the area of instructional materials.

Conference participants consisted of representatives of state education agencies (this included librarians as well as audio-visual specialists), members of state boards of education, state legislators, school administrators, college personnel, and representatives of national professional organizations.

Leaders in the various fields of instructional materials were invited to present not only the newest and most effective media designed for or adaptable to classroom or individual learning but also to share their ideas, experiences, and findings on better ways for getting these materials into use in the classrooms throughout the many states.

The beginning meetings were large group presentations covering the broad concepts of media, its revolutionary impact on education, the character of the library in relation to the differing types of media, and the role of the state as the agent responsible for accepting the leadership in setting standards and vigorously stimulating the accomplishing of these standards.

The second phase of the program used specific demonstrations and presentations to illustrate ways for the implementation and dissemination of these materials from the state level, the school level, and the individual teacher level. A trip through the Texas Education Agency Media facilities allowed interested participants to see the equipment in use and the services available throughout the state from this Agency activity.

Panel presentations and small group discussions were developed around the concept of multi-media centers, educational television, and the federal aid to education programs.

The conference closed after trips to the Gary Job Corps Center at San Marcos and Knapp Library Program in Austin's Casis Elementary School.

All participants were requested to complete a conference evaluation form with the intent that an analysis of these responses might indicate not only whether the information presented was pertinent and stimulating in relation to their situation but also be indicative of needs for further study.

W. T. Kinniell Welcoming Delegates

Discussion Group

PROGRAM

Sunday, May 22, 1966

4:00 p.m. - 6:00 p.m. Registration, Mezzanine, Commodore Perry Hotel

6:30 p.m. Dinner, Colonade I, Commodore Perry Hotel
Conference Orientation-W. T. Kinniell, Conference Coordinator
Presentation: "State Agency Responsibility for Instructional Materials"--J. W. Edgar, Commissioner of Education, Texas

Monday, May 23, 1966

7:00 a.m. - 8:00 a.m. Breakfast (group), Colonade II, Commodore Perry Hotel

8:30 a.m. Opening Session, Colonade I, Commodore Perry Hotel
Presentation: "The Technological Revolution in Education"--Jim Finn, Professor of Education, University of Southern California, Los Angeles, California

9:45 a.m. - 10:15 a.m. Coffee, Foyer

10:15 a.m. - 11:45 a.m. Second Session, Colonade I, Commodore Perry Hotel
Presentation: "The Instructional Materials Center: A Changing Concept" --Carolyn Whitenack, Associate Professor, Library Science and Audio-Visual Education, Purdue University, Lafayette, Indiana

12:00 p.m. Buses depart for University of Texas campus

12:20 p.m. Lunch--40 Acres Club

1:40 p.m. - 3:30 p.m. Third Session--Auditorium, Undergraduate Academic Center, University of Texas
Presentation: "The Instructional Materials Center as a Concept and Reality," Roy Frye, Associate Professor of Education, University of Texas, Austin, Texas

3:35 p.m. Coffee, Hall of the Horsemen, University of Texas

4:15 p.m. Buses depart for hotel

6:45 p.m. Buses depart from hotel for Fiesta Gardens

7:30 p.m. Dinner - Fiesta Gardens
Presentation: "Education: New Frontier for American Business" -- Don White, Executive Vice-President of the National Audio-Visual Association, Fairfax, Virginia

10:00 p.m. Buses depart for hotel

Tuesday, May 24, 1966

7:00 a.m. - 8:00 a.m. Breakfast (group), Colonade II, Commodore Perry Hotel

8:30 a.m. Opening Session, Colonade I, Commodore Perry Hotel
THE TEXAS MEDIA PROGRAM
Overview -- W. T. Kinniell, Director, Division of Instructional Media, Texas Education Agency
Dissemination Demonstrations -- Martha Smith, Secondary Teacher, Paris Independent School District, Paris, Texas

10:00 a.m. Coffee, Foyer

Implementing an Instructional Materials Program in a Local School -- Herb Overfield, Principal, Robert E. Lee School, Austin, Texas
Evaluation of the Texas Projects -- William Barron, Professor of Education, University of Texas, Austin, Texas
The Texas Transparency Projects (3) -- Dean Cunningham, Instructional Media Consultant, Texas Education Agency
Tour of Texas Education Agency media facilities

12:15 p.m. Lunch (group), Colonade II, Commodore Perry Hotel

1:30 p.m. Second Session, Colonade I, Commodore Perry Hotel
Presiding: Cliff Kessler, Director of Educational Media, Iowa State Department of Education, Des Moines, Iowa
Panel presentations for Discussion Groups

Lee Campion, Director of Educational Communications, New York State Department of Education, Albany, New York
"Internal Materials Centers in State Departments of Education"

Mary Helen Mahar, Chief School Library Supervision and Services, U. S. Office of Education, Washington, D. C.
"Instructional Materials and Title II, Elementary and Secondary Education Act"

Julia Hamblet, Program Officer, Division of Plans and Supplementary Centers, U. S. Office of Education, Washington, D. C.
"Instructional Materials and Title III, Elementary and Secondary Education Act"

Ed Cohen, Director, National Center for School and College Television, University of Indiana, Bloomington, Indiana
"Educational Television"

3:00 p.m. - 3:20 p.m. Coffee, Foyer

3:20 p.m. - 4:30 p.m. Discussion Sessions:

Group A - Colonade I, Commodore Perry Hotel
Topic: INTERNAL MATERIALS CENTERS IN STATE DEPARTMENTS OF EDUCATION
Consultant: Lee Campion, Director of Educational Communications New York State Department of Education, Albany, New York
Discussion Leader: Nettie Shaw, Audio-Visual Coordinator, Carthage, Texas

Group B - Colonade II, Commodore Perry Hotel
Topic: INSTRUCTIONAL MATERIALS AND TITLE II
Consultant: Mary Helen Mahar, Chief School Library Supervision and Services, U. S. Office of Education, Washington, D. C.
Discussion Leader: Richard Darling, Library Supervisor, Montgomery County Public Schools, Rockville, Maryland

Group C - Room 308, Commodore Perry Hotel
Topic: INSTRUCTIONAL MATERIALS AND TITLE III
Consultant: Julia Hamblet, Program Office, Division of Plans and Supplementary Centers, U. S. Office of Education, Washington, D. C.
Discussion Leader: Robert C. Snider, Assistant Executive Secretary, Department of Audio-Visual Instruction, Washington, D. C.

Group D - Room 304, Commodore Perry Hotel
Topic: EDUCATIONAL TELEVISION
Consultant: Ed Cohen, Director, National Center for School and College Television, University of Indiana, Bloomington, Indiana
Discussion Leader: C. Edward Cavert, Director of Educational Television, Nebraska State Department of Education, Lincoln, Nebraska

5:15 p.m. Buses depart for Lakeway Inn

7:00 p.m. Dinner at the Lakeway Inn
Introduction of speaker by W. W. Jackson, Chairman,
Texas State Board of Education, San Antonio, Texas
Presentation: "Assessing the New Educational Technology" --
Dr. T. Kenneth Komoski, Associate Director,
Institute for Educational Technology, Teachers College,
Columbia University, New York City, New York

9:00 p.m. Buses return to hotel

Wednesday, May 25, 1966

7:00 a.m. - 8:00 a.m. Breakfast (group), Colonade II, Commodore Perry Hotel

8:30 a.m. Opening Session, Colonade I, Commodore Perry Hotel
Panel presentations for Discussion Groups

Marcus Konick, Director of Bureau of Instructional Materials and Services, Pennsylvania State Department of Public Instruction, Harrisburg, Pennsylvania
"Materials and Equipment Standards"

LeRoy Lindeman, Director of Instructional Materials, Utah State Department of Education, Salt Lake City, Utah; and Jean Herschel, Title II Coordinator, Wyoming State Department of Education, Cheyenne, Wyoming
"Audio-Visual and Library — Complement or Merge"

Jerrold Kemp, Coordinator Materials Preparation, Audio-Visual Service Center, San Jose State College, San Jose, California
"Curriculum Implementation"

9:30 a.m. - 9:50 a.m. Coffee, Foyer

9:50 a.m. - 11:00 a.m. Discussion Sessions

Group A – Colonade I, Commodore Perry Hotel
Topic: MATERIALS AND EQUIPMENT STANDARDS
Consultant: Marcus Konick, Director of Bureau of Instructional Materials and Services, Pennsylvania State Department of Public Instruction, Harrisburg, Pennsylvania
Discussion Leader: Eleanor Godfrey, Director of Bureau of Social Science Research, Washington, D. C.

Group B – Room 304, Commodore Perry Hotel
Topic: TRAINING MATERIALS SPECIALISTS
Consultant: Roy Frye, Associate Professor of Education, University of Texas, Austin, Texas; and

Carolyn Whitenack, Professor of Education,
Purdue University, Lafayette, Indiana
Discussion Leader: Ernest Tiemann, Director, Visual
Instruction Bureau, University of Texas, Austin, Texas

Group C—Colonade II, Commodore Perry Hotel
Topic: AUDIO-VISUAL AND LIBRARY — COMPLEMENT OR MERGE
Consultant: LeRoy Lindeman, Director of Instructional Materials, Utah State Department of Education, Salt Lake City, Utah; and
Jean Henschel, Title II Coordinator, Wyoming State Department of Education, Cheyenne, Wyoming
Discussion Leader: Leonard Ambos, Assistant Director, American Textbook Publishers Institute, New York City, New York

Group D—Room 308, Commodore Perry Hotel
Topic: BUILDING LOCAL MATERIALS TO BRIDGE THE TIME LAG IN CURRICULUM IMPLEMENTATION
Consultant: Jerrold Kemp, Coordinator Materials Preparation, Audio-Visual Service Center, San Jose State College, San Jose, California
Discussion Leader: Eugene Horton, Chief, Community Relations, Manned Spacecraft Center, National Aeronautics and Space Administration, Houston, Texas

11:00 a.m. Buses depart hotel for lunch and field trips

11:30 a.m. Lunch, Lahala House

12:15 p.m. Continue on field trips

FIELD TRIPS

#1 12:45 p.m. - 2:30 p.m. Field trip to Gary Job Corps Training Center, San Marcos, Texas
Visits to: Materials Center
Materials Development
Library
Classrooms and Shops
Tours conducted by: Virginia Gilbert, Public Information Department, Gary Job Corps Center, San Marcos, Texas

2:30 p.m. Buses depart for Austin

3:10 p.m. Buses arrive in Austin

2 12:45 p.m. - 2:00 p.m. Field trip to Knapp School Libraries Project, Casis Elementary School, Austin, Texas; M. G. Bowden, Principal and Alice B. McGuire, Librarian

2:00 p.m. Buses depart for hotel

3 3:45 p.m. - 5:00 p.m. Field trip to Knapp School Libraries Project, Casis Elementary School, Austin, Texas; M. G. Bowden, Principal and Alice B. McGuire, Librarian

5:00 p.m. Buses depart for hotel

CONFERENCE OFFICIALLY CLOSED

RESPONSIBILITIES OF STATE DEPARTMENTS OF EDUCATION FOR INSTRUCTIONAL MEDIA SERVICES

by
J. W. Edgar
Commissioner of Education--Texas

Policies and planning guides issued by the Council of Chief State School Officers in 1961 and 1964 as well as statements from various professional leaders and organizations have established six areas of responsibility for state departments of education to consider in extending and improving the use of instructional media.

Planning the State Program

The state department of education should formulate a long-range plan for the development of instructional media services in the school program. Texas is committed to the instructional materials center concept at the state level and the local level; consequently, a multi-dimensional program of services is aimed at the local districts.

Recent state legislation provides for the establishment of regional media centers, and initial steps have been undertaken to develop policies and guidelines for the administration of these centers. These centers will provide an operational base from which a strong, consistent program of services and in-service can be concentrated in areas remote from the state office, metropolitan centers, and colleges and universities. By strengthening the field services the state program can insure a more uniform coverage of all areas and can move toward expanded services.

The Texas plan for the administration of Title II of the Elementary and Secondary Education Act designates that at least 70% of the district's allotment and up to 100% be used for the acquisition of printed and audio-visual materials. Other federal programs such as Title III, National Defense Education Act, and Title I and III of Elementary and Secondary Education Act are providing complimentary support in the provision of materials, equipment, and supplementary centers to broaden and enrich curriculum development.

Large scale efforts such as the State Media Demonstrations and the Texas Transparency Project are used to focus attention on specific needs in local schools. Other in-service activities such as workshops, short courses, and development of brochures are continuously in progress to build a keen awareness of the effective use of instructional media in today's schools.

Implementation of the state program depends on a professional staff of qualified consultants in various media specialties. Because of the complex and technical nature of many new media, a staff of technicians supports the planned media services and releases the consultants for individual school visits, evaluative surveys, in-service activities, attendance at professional meetings, and state department of education duties. This resource center, maintained by the Instructional Media Division, provides the laboratory facilities so important to the statewide activities of the professional media personnel; but it also assists other staff members in planning, producing, and utilizing new media to meet their own subject specialization needs. Materials are designed and produced in this center to support special projects, in-service programs, and demonstrations. Probably this one facility has contributed more than any other activity to a better understanding of the interdependence of curriculum and media. Media personnel are also involved with leaders in the areas of certification, teacher education, school plant, and research to improve media services, introduce innovations, insure better training of teachers and media specialists, provide information on building facilities and to seek practical application of research findings.

Coordinator of the Program

The state department of education should coordinate the instructional media program with other programs of the department relating to the effective use of instructional materials. Joint enterprises contribute to broadened understanding of all groups involved in elementary and secondary education; they are equally valuable for subject area consultants and media consultants in increasing cognizance of the interdependence of curriculum and instructional media.

Cooperation with professional organizations in presenting programs, serving on committees, and making recommendations relates media to the curriculum and provides a mutual exchange of views and information. Cooperation with training institutions enables consultants to emphasize the state program to pre-service and in-service groups who will effect practical applications of various facets of media utilization. Over a period of years media consultants have conducted portions of an intensive in-service program in conjunction with the Small Schools Project and the Migrant Project which are programs conducted by the state department of education to strengthen teaching in these areas.

Establishing Standards for Instructional Media Services

The state department of education should develop standards for instructional resources and services. A Specialist Committee studied the standards and the resulting recommendations were published in Bulletin 659, The School Library Program and Instructional Resources.

Collecting Statistics and Dissemination of Information

The state department of education should collect and analyze statistics and other pertinent information on the scope and quality of instructional media services in schools; disseminate information on research findings, new media, and new techniques and practices.

A survey of campus units in Texas in the area of materials and equipment, media personnel, and budget, established the base line from which measurable progress can be observed.

Dissemination of information regarding new media, effective practices, and research findings is valuable in continuous training of media personnel, teachers and administrators who will be responsible for the development and use of local instructional media centers.

Budgeting and Finance

The state department of education should make periodic appraisals of the state's media services program in the area of financial needs and interpret these findings into financial requirements. These requirements would then be considered in relation to all the phases of the educational program and the department could provide information, leadership and consultative services in obtaining the necessary financial support.

Media must play an important role in education to support, broaden, and enrich the curriculum program, to contribute to instructional innovation, to strengthen pre-service and in-service education.

THE TECHNOLOGICAL REVOLUTION IN EDUCATION

Jim Finn
Professor of Education
University of Southern California
Los Angeles, California

There has been, in our culture, an acceleration in the technical revolution in development of all kinds of materials--particularly in the last fifty years. This technology is beginning to move into the area of education, a primitive sector of our culture. Many factors are contributing to conditions which are forcing these changes into methods of instruction. The population explosion is a large force and enrollment at the college level is stimulating increased technological advances. Another force is the immense increase in the store of knowledge which is available to the student and which he must acquire in order to be competent in his profession. The amount of proverty, and the fight to alleviate it, is making special demands. The tremendous effort in space is a part of the larger concept of revolution in our culture.

Education cannot remain untouched and teachers should welcome, not reject, these changes which had their beginnings in the test scoring machines.

We are moving away from kits and in the direction of media-centered systems. These materials are being placed in the hands of teachers and students. An illustration is the television class program. There are several fine examples of such systems. One of the most outstanding is in the field of physics. This media-centered system is especially important in that it secured the subject matter back to the subject matter specialist.

This trend must result in extensive organization--both large group and small group. Who will control the television programing? Where will the programs originate? Much study will need to be done to develop usable and worthwhile end results, eliminating waste that will come from poor planning and lack of coordination.

Many of the currently used materials were developed for use by industry. For instance, overhead projectors were first used in 1942 but not until 1960 did schools begin to see the advantages in their use and supply classrooms with them in any appreciable quantity.

One of the trends to be expected is the development and increased use of all kinds of feed-back machines. The language lab is a good example of such a teaching system. There are growing numbers of schools installing these labs, many of which are used inefficiently because of poor teacher

training, but this expansion in numbers is indicative of their acceptance and evidence of the direction the trend is taking. The testing machine which was developed into the present day teaching machine has become the basis of the system of programed instruction which is in far-reaching use today. The 8mm movie, one of the earliest movie forms to be developed and used, once considered obsolete, was revived in the mid-thirties. Today its use in the classroom has been recognized and capitalization on it as a teaching media is currently expanding vastly.

Within the next ten years we should see education move directly into computer instruction. Certain technological difficulties involving computer terminal conveyance for visual graphic data have been solved allowing development to expand rapidly.

This will necessarily influence the structure of the school's physical plant. Architecture will need to adapt to meet the needs of these educational systems as they adjust to instruction for the individual, for the small group, or for the very large group.

THE INSTRUCTIONAL MATERIALS CENTER: A CHANGING CONCEPT

by
Carolyn I. Whitenack
Associate Professor
Library Science and Audio-Visual Education
Purdue University
Lafayette, Indiana

Far-reaching changes have taken place in both the society and education of the United States in the past ten years. Well known social trends include expansion of population, with a higher percentage in school; changing vocational and occupational needs leading to new expectations from the school; growing urban areas demanding more services; rapid mobility of people including international travel; mass organization and restructuring of knowledge presenting new problems; and greater concern for quality as well as demand for higher levels of education. This changing nature of modern society is changing educational goals in reinforcing the materials center concept.

The modern school program is confronted with a rich variety of resources for learning. These resources include a host of materials and devices from textbooks to teaching machines and from library books to the documentary motion picture. The aims of education can be simply stated as individual personal growth, and the learning of specified content, or even more simply stated as the teaching of students to think.[1] These aims are interrelated and the task of the teacher is the selection of the best combination of learning resources and experiences to achieve these aims.

The best teaching occurs when the student is mentally active - selecting, responding, making discriminations and value judgments, and taking action upon important ideas, experiences and resources as they relate to him personally in such a way that learning takes place and that further learning is continued on his own initiative.

I will be speaking today from the following points of view:

1. Learning is a very private affair - personal and individual.

2. The content of media is important; not the format.

3. Educational Media or Instructional Materials means the range of materials - so called print and non-print.

[1] Educational Policies Commission. The Central Purpose of American Education, Washington, D. C.: National Education Association, 1961.

4. The newer media are just as personal in instruction as books and are very useful new tools in the management of information.

5. C. R. Carpenter recently stated: "While it is true the so-called new media have been proposed, promoted or projected for so many different reasons and for the solution to so many of our pressing educational problems that one could easily lose sight of the fact that they, like all teaching activities are a means to one primary objective - instigating learning and appropriate changes of behavior in students."

6. The principal is the programmer or planner of learning behavior policy and program of the school.
The teacher is the director of teaching - learning experiences in the classroom.
The media librarian and/or A-V specialist is a co-director of learning - providing direct and indirect services to users - students and teachers.

GUIDING PRINCIPLES

First, a rich variety of learning resources of every type and at various age levels should be accessible in every school to enable teachers and students to choose that one or combination of resources which is most effective for the learning purpose.

Second, the use of a variety of learning resources - both printed and audio-visual, greatly increases the possibility of improving the learning situation.

Third, learning resources used flexibly by individuals, small groups, class groups or large groups offer new possibilities for creativity and experimentation in teaching and for meeting individual differences.

Fourth, the amount, quality and nature of learning will vary with the abilities of teachers and students to evaluate, select and use various materials and with the conditions under which these materials are used as well as their availability.

Fifth, the selection and use of appropriate resources are affected by: the educational philosophy of the school, the organization of the curriculum, the administrative policies and practices of the school and the teacher knowledge of and attitude towards learning resources.

Sixth, everyone concerned with the improvement of learning and learning resources should work to upgrade the standards as set forth by the professional organizations concerned with school library and audio-visual services. [1&2]

Teachers, parents, peers and institutions are the sources of many ideas, experiences and materials. Traditionally, books and libraries have been primary means of recording and communicating ideas. In recent years there have been developed many audio-visual materials, such as programed learning, tapes, educational television programs, new kinds of projected materials, teaching machines, and other special teaching devices. Each type of material has a contribution to make to the educational process. The distinctive qualities of each resource should be recognized and all appropriate resources should be used in the learning situation.

The learning resources program herein described applies to the entire range of learning materials and devices and services from a center in a school building, regardless of the degree to which their administration has been unified. The following terms as herein used, refer to both the school library and audio-visual materials and services:

Center --- school library and audio-visual services.

Staff --- library and audio-visual services personnel.

Resources --- printed and audio-visual materials and devices.

WHAT THE PROGRAM IS

The central center's function is to locate, gather, provide, organize and coordinate the school's learning resources and devices and to motivate and assist teachers and students in the effective use of these resources. A functional learning resources program makes school library and audio-visual materials easily accessible throughout the school, in the central center, in mobile classroom collections and in laboratories, shops, recreation, health, guidance and administration centers. Such a program must have funds, staff, quarters, collections of materials, equipment, and devices.

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[1]American Library Association, Standards for School Library Programs. Chicago: ALA, 1960.

[2]Department of Audiovisual Instruction, NEA, Quantitative Standards, Washington, D. C.: The Department, December, 1965.

WHAT THE PROGRAM TAKES

Three essentials of a good program of school library and audio-visual services for a materials center at any level are personnel, materials and equipment, and quarters. These essentials are dependent, of course, on an adequate budget. A full program of services is possible only when all of these essentials are present.

Personnel

A collection of materials becomes a resource for teaching and learning only when a competent, effective staff is present. Personnel is the most important of the essentials. The quality of the program is determined largely by the leadership exerted by the school library and audio-visual services personnel.

At least one trained person in school library and audio-visual services is essential for every school. In larger schools two or more trained personnel are required if a full program of services is to be provided. Work of a materials center involves a great many tasks of a routine or clerical nature. These duties should be handled by a clerical staff.

Work with library and audio-visual materials can be divided into three broad general categories: (1) work with teachers and students, (2) technical processes and (3) administration. The first involves planning, selection and evaluation of materials, and motivating their use including guidance and teaching. The second includes ordering, classifying, cataloging, processing, circulating, preparing, and maintaining materials and equipment. The third involves program planning and budget planning with teachers and administrators. Work with teachers and students cannot be carried on effectively unless materials are available and easy to locate, unless organization functions efficiently, unless equipment is in good repair and operating smoothly, and unless an adequate budget is provided.

Every school system should provide a central collection of materials which are often too expensive for the single unit to own, as well as infrequently used materials. These expensive items may be films, objects, museum items, and realia and some types of equipment that service the entire system. These materials can be channeled to the classroom through the materials center in each school. However, the individual school materials center may want to rent and borrow from other sources, too.

The above remarks were illustrated by a dual slide presentation with overhead transparencies of the floor plans of the following materials centers in Indiana: Allisonville Elementary School, Washington Metropolitan Township, Indianapolis; Munster Junior High School, Munster, Indiana; Bailly Junior High School, Gary; North Central Senior High School, Washington Metropolitan Township, Indianapolis; East Noble High School, Kendallville.

There is no more important field of endeavor today than the broad field of communications. In this field there are librarians, audio-visual specialists, radio and television broadcasters, programmers, instructional materials specialists, documentalists, information scientists and the like. Programs are as good as the people who direct them. Librarians and/or audio-visual personnel must be leaders who are competent, creative, persons of conscience and who are courageous. We must have the courage to dream and perform our tasks and to give others the opportunity of dreaming and developing their own educational aspirations.

INSTRUCTIONAL MATERIALS CENTER AS A CONCEPT AND REALITY

by
Roy Frye
Associate Professor of Education
University of Texas
Austin, Texas

It is becoming increasingly obvious that instructional materials centers designs require total re-analysis. Since functions are changing so rapidly flexibility is probably the most important single factor in IMC design, today. Movable walls, which also function as multi-purpose walls, storage and rear-screen projection units, are one possibility. Large, uncommitted, areas which can be broken into usable units as required, are another.

Instructional Materials Centers require individual analysis and design:
Examples--large university complexes
--large school systems
--small school systems
Functions in each are different. Requirements are different.

Sophistication of facilities in individual school systems--
--large group instruction areas
--medium group facilities
--individual instruction areas
Will require adding media specialists (and/or generalists) to school staffs for planning and programing. Teacher-administrator-specialist teams may work best.

Changing trends in electronic equipment
--data phone controls, instant availability of materials
--use of computer-assisted instructional devices near
--programed instruction for groups as well as individuals

Personnel shortages are acute. Specialists of all sorts are either unavailable or only partially competent in required areas. This is probably the most serious problem facing satisfactory functioning of IMC's.

Interim period (Media Specialist Institute graduates may temporarily fill personnel requirements--but specialists cannot be trained in 3 months. 3 to 5 years is a more realistic figure.)

Question of library control of IMC's yet to be fully resolved. If librarians are to control such centers then massive retraining of library personnel is indicated. Failure to accomplish this task will inevitably result in spotty programs, inadequate facilities, budgets, and operational personnel.

Evaluation before establishment of centers is as important as evaluation after. Centers should be established in harmony with objectives of total educational program, and provide for both continuing research and development as well as on-going pilot programs to test validity of various innovational programs.

EDUCATION
New Frontier for American Business

by
Don White
National Audio-Visual Association
Fairfax, Virginia

I'm going to talk to you today about change in America's biggest industry--education--and the challenges and opportunities it presents for all of us. And particularly, about the contributions, in this process of change, which are being made by modern classroom communications tools--

MAN ON SCREEN: Would you excuse me? May I break in for a moment?
WHITE: Go ahead...
MAN ON SCREEN: Sir, I represent the audience here. I hope you are not going to try to sell us a lot of blue sky about all the marvelous things movies and TV can do. We are practical people, and we need information like costs, how we can use these tools, and especially where are we going to get the money?

Those are logical questions. Let's start with money, which is always a problem. The facts are that we can and should afford the very best quality of education in this country. We live in a fabulously wealthy country, but few people realize just how wealthy. When we entered World War I, our gross national product was about 40 billion dollars. But today, it is approaching three-quarters of a trillion dollars. It is expected to reach at least 725 billion in this calendar year. Our total expenditure on education, which is in the neighborhood of 38 billion dollars, is slightly less than five per cent of our gross national product.

We all know that education greatly increases our earnings as individuals. But many of us do not understand the contribution of education to our economic growth as a nation. Some of the national authorities on the subject now believe that education has been responsible, over a given period, for more than 20% of the annual rate of growth in our gross national product.

In industry, if we could invest five per cent of our income and gain thereby a twenty per cent overall increase, I think most anyone would agree that we had made an excellent investment. And that is just what the economists say has happened as a result of our investment in education.

The enterprise you and I are engaged in--the knowledge industry--is not only one of our largest industries, it is also one of our most important

national activites, particularly in terms of its effect on the future of our country and the free world.

Considering the size and importance of the job to be done, I am sometimes amazed at how some of the school administrators approach their tasks. If by analogy we could transpose the educator into an industrialist, we would find that over the last twenty or thirty years his main concerns have necessarily been, first, providing a factory building (that is, the school) in which to manufacture the product; second, finding workers (teachers); third, what the objective is in terms of the completed product (the curriculum); and fourth, what the stockholders (the taxpayers) think of the whole enterprise. He has been so busy with these problems that he has been all too little concerned with how to manufacture the product (that is, the quality of the classroom instruction), or with providing machine tools, such as audio-visuals, to aid in the process, or really, with the quality of the final output, the total quality of the education which is achieved.

Ladies and gentlemen, any company which disregards the need for modern, up-to-date manufacturing processes, which fails to provide the proper machine tools for its workers, or which pays more attention to the design of its buildings than to the quality of its final output, will find that its days are numbered in our modern competive society. Unfortunately, in the case of the school, it doesn't go bankrupt--but all too frequently the students do.

MAN ON SCREEN: Why do you have so many of these different machines? Why isn't there just one tool that can do the job? For example, why can't we just have a closed-circuit TV system, and send all our audio-visual programs to the classrooms from a central studio?

Your job and mine would be easier if there were such a tool. Undoubtedly, the surgeon's job would be eased, too, if there were one tool he could use for a multitude of purposes...but there isn't. And in the same way, the teacher, who is essentially a specialist in communications, must learn to use the wide range of modern tools which are available. There is no panacea...

Each of the types of audio-visual communications equipment has its particular advantages. TV is one of these types of equipment. It has great potentialities, and it must and should be fully used. But from many standpoints--costs, immediacy, picture size, color, definition, to name a few--it does not and it will not offer a practical means of replacing our other types of equipment.

So now, with heavy assistance from the new Federal programs, we have set about remedying that situation. These are exciting days in education, and

these are particularly exciting days in one of its servant industries, the audio-visual industry. Today, we are experiencing growth beyond our wildest dreams. We are an industry whose sales volume has doubled within the past few years. . and will double again within the next year or so. Literally, the New Frontier for American business is education.

We of the AV industry fully realize that this is our opportunity. . . but also that we must face up to the responsibilities which it implies. We shall need better communication between educators and producers and manufacturers, to put new ideas to work in the classroom as rapidly and as effectively as possible.

We must push ahead as rapidly as we can in the development of standards for such things as film magazines and video tape recordings. . . but in doing this we must allow sufficient time for technical development and field experience, so that we will not freeze designs prematurely and thereby restrict the development of newer and perhaps better items.

We must do a better training job within our own industry. We must expand activities such as our national training institute at Indiana University, shown here, so that our dealers and salesmen will be fully qualified communications specialists.

And we must avoid, in our thinking, the idea of change for change's sake, that electronics is the answer to all problems, that there will be magical new inventions which will make our present equipment obsolete, that because an idea or a product is new, it is necessarily the best for the purpose. Rather, we must concentrate on seeing to it that our present equipment is used, and is used properly, and is available in sufficient quantity--while we energetically search for new tools, which are practical from the standpoints of utility, dependability, and cost, to add to the toolbox.

We shall need all the intelligence and experience, the imagination and inventiveness, which we can muster, to meet the expanding needs of education. We must modernize our equipment and our ways of doing business; we must design and build and service training systems that work, that deliver results.

It will be my personal and continuing concern that we of the audio-visual industry will think greatly of our functions, and our responsibilities.

MAN ON SCREEN: I'm still interested in what you said about the necessity for us to learn to use a wide range of audio-visual communications tools. We have a movie projector and a couple of other kinds of equipment and our instructors are allowed to borrow or rent films when they need them. Isn't that enough?

WHITE: It was for yesterday's education. It isn't for today's. I think it will make you shudder to take a look at what really happens when a teacher decides to use one of those films in the classroom. Call or write months ahead to schedule the film.... Get a projector; get a table to put the projector on.... Get a screen; find an extension cord long enough to reach the electric outlet; find a spare reel and spare lamp... Darken the room; show the film, while the students swelter from lack of ventilation... And then finally return it and fill out a report card. And frequently because many schools take up the same subject at the same time, the film is not available when needed.

Now, let's see an instructional communications system as I think it should be. First, the classroom itself. This should be a room designed as a tool, to do its job--which is effective instruction. It should be a pleasant place, with warm and friendly colors and fabrics and textures. Its light level should be variable, from normal room lighting levels to semi-darkness. Downlights should be provided in the ceiling, so the students can take notes during the visual presentations.

It should have a large built-in screen, either front or rear projection, and at least ten feet wide. It should be air conditioned. There is considerable evidence that it should be carpeted. It should be acoustically designed so that everyone can hear the teacher clearly or the recorded sound. Now, right in this classroom, we should have permanently in place the audio-visual equipment the teacher will normally need.

Now, let's do a few more things. Let's take a basic library of films, filmstrips, and overhead transparencies, and put it right in the school building, where the materials will be as accessible to teachers and students as library books. While we're at it, let's put a materials preparation center right in the school building, with all the necessary equipment and supplies so that the instructor can make his own audio-visual materials. And lastly, let's give the teacher professional help--a media specialist to advise him on best methods of presentation and available materials, to work with him in planning class work for the most effective learning.

This sounds, I know, like a complicated and costly thing to put together. Actually, the cost of equipment works out to just $3.00 per student, per year, over five years. And there are resources available to help you.

First, the audio-visual industry will literally come to your door. He can advise you on the local production of simple materials--such as overhead transparencies--and he can furnish the equipment and materials needed for this purpose. Equally important, the AV dealer stands behind the merchandise he sells. He is your year-round communications consultant. He keeps you up to date on product advances, he brings you new ideas and new information about audio-visual utilization.

MAN ON SCREEN: These projectors and films and recorders are expensive! Where is all the money coming from to buy them? We sure don't have it in our budget. . . and money doesn't grow on trees!

WHITE: Believe me, I am not being an ivory tower idealist when I say we cannot judge education by its price tag. We do not want education from a bargain basement. We do not want to say of education, "It may not be the best, but it's the cheapest." Realistically, if we want quality in education, we must be willing to pay the price of quality. Where--literally--the whole future progress of our country and of our world is concerned, we must determine what is important, what must be done, and then we must do it. What is really important? Is time? Is knowledge? Do we say our kids are not worth the dollars to train? Do we do without books because they are too expensive? Without chalk? Without blackboards?

Perhaps I have given you some rather indirect answers to your money questions. But if we really believe in AV as one of the answers to winning our educational battle right on the firing line where the battle is fought--which is in the classroom and laboratory--then shouldn't we make maximum use of our available resources, such as the big federal programs--to solve the money problem?

Ladies and gentlemen, can we afford to consume the students' time with old-fashioned instructional methods?

Can we afford to make it necessary for an instructor to spend his time repeating the same information, period after period, and year after year?

Can we afford anything less than the best in modern communications equipment and materials?

The next steps, ladies and gentlemen, are up to you!

(Mr. White coordinated his remarks with a 16 mm film and 2 x 2 slides.)

MEDIA IN TEXAS

by
W. T. Kinniell, Director
Division of Instructional Media
Texas Education Agency
(Visuals and script prepared by Dean Cunningham)

In the recent past, most teachers were unfamiliar with current developments in the field of Instructional Media...developments which have greatly influenced classroom instruction...the technical revolution in education. Most classrooms were without advanced instructional materials in any significant quantity. The chalk-boards were there...and the books and a sampling of movies...some graphics and an occasional filmstrip but advanced techniques in using instructional materials and new audio-visual materials were at a minimum. The Texas Education Agency's Division of Instructional Media decided to fill these classrooms with new techniques, new enthusiasm and new media. In 1961, the Texas Education Agency along with other educational institutions in Texas who recognized the potential of new media began to advance on the program. Materials and equipment now standard in most schools were introduced to the teachers of Texas.

A significant contribution was the Division's Media Dissemination Project. In January of 1961, the Texas Education Agency was awarded a contract under Title VII-B of the National Defense Education Act. The purpose of the project was to show how a state department of education can disseminate information on new educational media by teacher demonstration teams. The division staff completed plans for the project and secured equipment and materials. Teacher demonstration teams were organized for almost every area of the curriculum. The demonstration teams participated in a Summer Orientation Workshop and then began blanketing the state with in-service education programs, media demonstrations and area study courses.

Over a two-year period the staff of the Division of Instructional Media organized, supervised and produced over 300 workshops all over the state. More than 30,000 Texas teachers viewed approximately 1000 Instructional Media demonstrations. Another 6,000 attended sessions in programed instruction and 2,000 received 2-18 hours of instruction in materials preparation and media utilization.

The staff of the Division of Instructional Media recognized a need for high quality visuals which could be used by the teachers of Texas on the overhead projector which had emerged as a favorite teaching medium. On June 26, 1963, the Texas Education Agency entered into a contract with the U. S. Office of Education to develop a demonstration of how a State Department of Education can utilize its own resources and subject matter specialists to create over-

head transparencies to implement a curriculum program in a state. Ten secondary school courses were selected as appropriate areas for the development of new materials. The ten courses chosen were Modern Math, Modern Algebra, Modern Geometry, Earth Science, Modern Chemistry, English Grammar--grades eight and eleven, Introductory Spanish, Intermediate Spanish, and World Geography. A group of 26 subject matter specialists representing the ten selected course fields were chosen from the faculties of secondary schools, colleges, and universities. Through this select group of specialists, the Division of Instructional Media developed a total of 2007 masters which make up 761 completed visuals with color, overlays, and special effects. The complete ten volume set of master books and Teachers' Guides are now available to the schools of Texas through a contract with a private publishing company at a cost of less than $100 for the complete set.

The Texas School for the Deaf which has been interested in visual materials asked for a sample set of transparencies to be used in selected classes. They noted that frequently modifications were necessary to adapt the regular classroom visuals to the special instructional needs of deaf students. The Instructional Media staff began to explore the possibility of developing a project to determine what special modifications are necessary to make the regular classroom visuals more effective with deaf students and entered into a contract with the U. S. Office of Education for a National Defense Education Act research grant to modify and test overhead projection transparencies in schools for the deaf. Five sets of visuals from the Texas Transparency Development Project are now being modified. The subject areas being tested are Earth Science, Modern Math 7, Introductory Algebra, Introductory Geometry, and World Geography. The modified visuals will be tested in six state schools for the deaf. The project is of national interest to educators of the deaf. Through the efforts of the staff of the Division of Instructional Media, modified visuals will be available to classes for the deaf in the very near future.

For the past three years, the division staff has assisted with the expanding migrant program in Texas. The migrant workshop held only a few miles from the Mexican border serves 600 migrant teachers. These teachers participate in a 3 day workshop which includes the demonstration of new media equipment, new audio-visual materials and in the production of graphics. The division staff also assist in the Texas small schools workshop each summer which is held at The University of Texas and serves 550 teachers and 150 school districts.

The division maintains a continuing workshop program for teachers held in Austin. These monthly workshops taught by the division staff include intensive two and three day training periods in the use of programed instructional

materials, audio-visual materials and production of graphics. Approximately 24 workshops have been attended by 800 participating teachers. Approximately 4,000 Texas teachers have attended 18 short courses in the use of programed instructional materials. In 1961-62 school year only 381 students in Texas used programed materials. In addition to this service, the consultant staff is available for workshops on an invitation basis to individual schools throughout the state.

An important service of the Division of Instructional Media is the audio-tape duplication service. The master tape library now contains more than 5,000 educational programs and serves nearly all areas of the school curriculum from kindergarten through grade twelve. A Texas school teacher may select from the audio catalog any of the 5,000 titles, mail in a blank tape, and promptly receive a free duplicate from the master tape for the school library.

During the summer of 1965 an application form for Title II was developed in which each school district indicated the amount of financial support given for the library-materials program, and included a survey of existing facilities in each individual school. Texas now has a rather accurate and comprehensive overview of personnel, books, and other instructional materials in both the public and non-public schools of the state. Texas has been able to approve 1030 of our 1330 school districts for a total approval of almost five million dollars. The division publishes library guidelines for Texas schools and provides consultative services throughout the state for the continuing improvement of school libraries. During the last two years, the Agency staff has observed closely the Knapp School Libraries Project at Casis to show the power of school libraries in the instructional program. Over one million dollars for the five-year project was provided by the foundation. Through this demonstration, many librarians over the state have had an opportunity to observe an outstanding model library in action. This year for the first time in the state's history there was a Governor's conference on libraries. A staff member from the Division of Instructional Media served on the steering committee with this group.

And what's in the future for the schools of Texas? The Division has recently purchased several thousand dollars worth of closed circuit television equipment. Video taping facilities are rapidly expanding. In the future, Texas teachers will be able to secure video as well as audio tapes through the Texas Education Agency. Techniques are being developed in 8mm and 35 mm photography, techniques which will be introduced to the teachers of Texas for use in the classroom. An Elementary Transparency Development Project twice the size of the Secondary Transparency Development Project is now underway. This will result in over 5,000 masters for elementary teachers.

The Texas Education Agency Division of Instructional Media has furnished significant impetus for the technical revolution taking place in the classrooms in Texas.

DISSEMINATION DEMONSTRATIONS

by

Martha Smith, Secondary Teacher
Paris ISD, Paris, Texas

Let me define the ideas which I think are essential to effective use of media in the English language arts classroom--or for that matter, in any classroom.

1. A teacher must understand the uses for which each device has been designed.
2. A teacher must define his goals and objectives.
3. He has to use them properly or they will be time-wasters.
4. The teacher must know his students' weaknesses and strengths.

Let's work together this morning at designing a three-week unit of work for my eleventh grade literature class. The unit will be on Mark Twain.

We shall assume, first of all, that I understand the uses of various instructional media.

What are my goals and specific objectives?

Now let's inventory the resources of my school.

I choose those media which I think can help me most effectively in the teaching-learning process.

First I decide on specific reading--preferably in paperback. I choose Twain's masterpiece The Adventures of Huckleberry Finn and excerpts from Life on the Mississippi and from Innocence Abroad.

As I choose the readings, I design questions which I shall ask the students to direct their reading. (To ignore this responsibility is to send them on a trip without a map or any landmarks.)

In addition to this material written by Twain, I want my students to understand the era in which and from which the author wrote. I select significant

aspects or people of that day. And these--and only these--I plan to assign to eight members of the class. These reports will cover material otherwise not available to the class, but essential to the study of the entire group. Thus the work will be purposeful and unduplicated.

As I plan to guide my students in their preparation of these reports, I note materials and equipment available to make their presentations effective. For instance, I plan to encourage the student preparing the time chart to make a transparency. With these readings and reports determined, I check other materials.

From a filmstrip I plan to use only three frames. Once again I design questions to ask my students before they view these frames.

I find a 16 mm film which will serve beautifully my purposes. My questions direct their viewing session.

I also find a taperecording. I audit it and determine to use a portion. Here are the questions I compose to guide students' hearing, and here is the tape itself.

Remember that a concept I want my students to acquire is this: a man's writings reflect his milliew--his environment. To hammer this in, I plan a lecture (just one for a three-week unit.) I shall illustrate it with one transparency and much literature.

Now I come to the fun part of my unit preparation. How can I introduce Twain, so that he is indelibly stamped upon their minds? I have two resources: words and pictures.

The pictures I assemble into a graphics unit. The words I find in his writings.

I plan to surround them with these pictures and these words, so that they will be captivated. And now I come to the most difficult task of all. How shall I merge, arrange, organize these activities so that individual needs of students will be met?

My lecture and the 8 oral reports will be in large group sessions. This material must be common knowledge.

But our reading will not be. The selections themselves will be read independently. Utilizing these selections, I plan vocabulary exercises mimeographed for individuals who need this help. I also plan reading activities (figurative language); composition activities; and testing--all as individual activities.

Discussions of the books, viewings and discussions of other media will all be in small groups so that everyone can be intensively involved and at a level where he can generally participate. Our planning is at an end.

SECOND DEMONSTRATION

Our lesson today is language usage. One effective method of teaching language usage is based on the teacher's continuing study of students' problems in writing and speaking. The teacher diagnoses errors common to his class, and spends time on practice especially designed to eradicate these errors.

For purposes of my demonstration today we shall assume that my seventh grade students have demonstrated their inability to work with double negatives. My lesson, consequently, is not part of a unit of work, but is instead one which I feel the class needs at this time.

You will notice that I am attempting to work with oral composition as well as with written composition. My method is largely deductive.

From this moment, you become my students. The bell has sounded, and you have just taken out paper and pen for class work.

How many of you noticed these two posters on the bulletin board as you came into the room today? From them you know we shall be working with double negatives.

Some of you don't really believe double negatives are important, do you? As a matter of fact, most of us don't really believe that words are of great significance. They seem so ordinary that we fail to value them.

Once 42,000 men lost their lives because of the way they pronounced one word. It was this word. shibboleth. Say it with me.

Now I doubt that any of us will lose our lives if we mispronounce or misuse English--if that were true, we couldn't keep our country populated. And frankly, I doubt that if we misuse English, we won't be understood. The person who said this communicated.

You see, the way we use words influences people's opinions of us. The right language permits entrance only through back doors.

What is right language? Right language is the language appropriate to the occasion. We normally don't choose the same words to make a speech, to carry on a class discussion, to talk to a close friend.

Remember that language has shibboleth meanings, meanings important to us in our work and in our social relationships.

I have compiled some of our shibboleth problems to work on. The first is the double negative.

When we are using the standard level of our language, we do not apply two negative expressions to the same idea; that is, we do not add a negative to a negative to make a statement more negative.

Let's recall first words which convey negative meanings. Read them aloud from the chart with me:----------. We must remember to avoid using any two of these in expressing a single idea.

Now to our writing activity. Listen carefully to my instructions. I shall flash a sentence on the screen. Read the sentence to yourself. and find the negative words. Refer to the chart if it's necessary. Then write the sentence, dropping one of the negative words or substituting a positive word.

Do you have this? The sentence should contain only one negative word. Correct your sentence if it's necessary.

Check the sentences we have been revising. What are no one, nobody, and none? (indefinite pronouns) What can we conclude? Sentences which contain such indefinite pronouns should be checked carefully for double negatives.

Here are some more problem sentences.

Again, find the negative words; drop one when you write the sentence.

We have been training our eyes today by seeing errors and writing correct versions. Let's spend a few minutes training our ears. Who has a paper with no errors? Good. Make a duplicate for us to use. We shall read aloud together the correct sentences which you have on your papers. Concentrate on the sounds of the word patterns.

Now turn your papers face down, and listen to the tape recorder. Follow the instruction you hear.

Do you have your ears and your eyes trained? Let's review what we have learned:

Next week we shall work on some of our shibboleth problems again.

(1) Clip from a daily newspaper and mount one example of each of the levels of usage. Use the comic strips if you need to.

(2) Be ready to develop in a paragraph this idea. I'll have a copy clipped to the bulletin board for you to read. This is what the author says:

"If you speak one way, you go in the back door. If you speak another way, you go in the front door. Acceptable English usage is the key to the front door. The back door is always ajar."

(3) There is one type of double negative which is a stylistic device that writers use when they want to be weakly affirmative. Can you discover such a construction? Bring it to class.

(4) Look up the word shibboleth. We talked about it today, but never did discuss its meaning.

(Mrs. Martha Smith gave two demonstrations, illustrating the methods used to show teachers in Texas under the media dissemination project, how to use audio-visual material in the classroom. Such media as filmstrips, 16mm films, posters, transparencies, tapes, and other items were included.)

EVALUATIVE EVIDENCE ON THE TEXAS INSTRUCTIONAL MEDIA PROJECT

by
William E. Barron
Extension Division, The University of Texas
Austin, Texas

The Office of School Surveys and Studies of the College of Education, The University of Texas, was engaged to direct the appraisal study. Faculty members, graduate students, and consultants were involved in designing, instrumenting, and executing the study and the final report. Coordination and direction of the study was provided by the Director of the Office of School Surveys and Studies with the guidance and assistance of the Study Advisory Committee.

The over-riding objective was to appraise the effectiveness of the 1961-1962 Texas Instructional Media Project in disseminating understanding and wise utilization of various educational media in Texas. The variable to be tested was the procedure employed in TIMP, and the criterion was the qualitative-quantitative employment of media in the classrooms of the public schools in Texas.

A second objective of the study was to produce, try out, and report on instrumentation for appraising similar projects if they are developed in this or other states.

Primary reliance had to be upon the operation of the project during 1961-1962 and the traceable influence of that program in 1962-1963 on classroom practices. However, the 1961-1962 project was used as the clinical specimen.

It should be made clear that no elaborate controlled or diagnostic evaluation was proposed. The evaluation study was confined to critical elements and an overview assessment rather than an evaluation of research character.

In effect, three distinct but interrelated surveys were initiated. Survey A collected evidence on the total impact of the Texas Instructional Media Project upon school practices and "receiving" individuals. This evidence ranged from budgetary and equipment-purchase adaptations to reports upon subsequent classroom utilization and included opinions and judgments of students, parents, teachers, and administrators. Instrumentation included questionnaires, survey schedules, reactionnaires. Sample interviews were conducted to reinforce or refute responses on the instruments.

Survey B was conducted simultaneously and appraised critical elements of TIMP procedure. Critical elements of the TIMP procedure were indentified by composite staff analysis. Examples of these critical elements are: the demonstration technique, the presentation of media in an instructional context, "borrowing" of local public school employees for demonstration, training of demonstrators, the regional demonstration conference device, "costs" in money, time, absence of teachers from regular duties, etc. Objective evidence was collected, tabulated, and interpreted concerning attendance at the area conferences, new equipment procured in local schools, and additions to the school staff.

Survey C was conducted by a small faculty task force which appraised the instruments used in light of what was produced by the instruments. This group assessed the strengths, weaknesses, and practicality of the instruments and their use. This group suggests instrumentation which could be used effectively in other similar situations.

Design and Instrumentation of the Appraisal

Challenge to the appraisers was to secure useful and reasonably reliable indications of the impact of TIMP--as it was conducted in 1961-62--upon the course of educational media utilization in Texas. These indications had to be secured within sharp limitations upon time, personnel resources, financial support, base-line data available, and precedent conditions established for evaluation within the structure of TIMP. Obviously, few of the rubrics for definitive research could be employed. Reliance apparently had to be upon approximate indicators, upon weight of evidence rather than upon mensuration of change, upon gross indications from a variety of sources rather than upon refined probes. Actually, the search had to be for clues rather than for variable demonstration of cause-and-effect relationships. Interpretation was a matter of deduction as exemplified in detective fiction rather than a matter of scientific thought.

The validity of our design, therefore, should be judged only in its relationship to the practical exigencies of the task we were asked to perform under specified conditions. Further, it has to be judged as a single composite; no portion can survive rigorous analysis when taken alone. Its real findings, if any, are interpretations--not empirical and verifiable artifacts. Each bit of "evidence" it produced--as was known from the outset--is subject to wide margins of possible error (this is why no elaborate statistical techniques are used in extracting meanings from the data), but the mass of indications is a reasonable antidote for biased errors and thus becomes the one control which warrants at least some reliance upon the interpretations deduced.

Design of the inquiry embodied: (a) Consistent fixation upon TIMP as it was actually conducted. Many "shortcomings" were inevitable. There were practical developments which made some inescapable. Judgmental errors in planning, selection of personnel, and similar matters may have been made. The appraisers were not to be second-guessers but to accept TIMP as an artifact. (b) An attempt to discover what happened at the operational level as a result of TIMP. (c) An attempt to ascertain what happened to individuals as a result of TIMP. (d) An attempt to locate delayed-reaction potential of TIMP. (e) An attempt to analyze differentially some TIMP's selective impact. (f) An attempt to discover subjective reactions to the procedures used in TIMP.

First, a search was made for indicators-of-impact. Decision was made to telescope the possible list into what we called a crucial sample. It consisted of:

A. Actual classroom media employment--quantitative.
B. Stated plans for immediate future media employment--quantitative.
C. Judgments of value of media use.
D. Cognitive attitudes toward potential contributions of media.
E. Movements toward increased supply of equipment.
F. Judgments as to impact of TIMP conference on an individual's teaching procedures.

Second, diagnostic and differentiating inquiry items were formulated to give operational definition to sections E and F embodied in the master design. Since these appear in instruments presented later, they are not detailed here.

A canvass of data-gathering vehicles was then made. Three were finally chosen: (1) a single questionnaire, (2) a series of protocol-guided interviews, and (3) a series of on-the-spot observation-visitations.

The questionnaire was the chief reliance for data upon changes, if any, in actual classroom practices. Hence, it was desirable to secure two different populations to which to administer it. One population was to be a stratified sample of teachers who took part in one of the TIMP regional conferences. The other was to be a comparable population of Texas teachers not participating (due to lack of opportunity, not personal choice) in a conference.

Selection of the Two Population Groups

TIMP Group. A stratified sample of public school teachers attending one of the five area work conferences was chosen from the registration

cards signed by those attending one or more of these meetings. Duplicate registration cards, teachers from private and parochial schools, and administrators were eliminated from the registration list. From this group of public school classroom teachers, a sample of 1,000 was selected to receive questionnaires.

Control Group. Another sample was established and called the Control Group. These people were selected from a list of public school teachers provided by the Texas Education Agency. None of these teachers was selected from the five counties in which a work conference was held, and no teachers were selected from one of the twenty-nine contiguous counties. Two teachers were chosen from each of the remaining counties in Texas, and additional teachers were selected from the more populous counties to provide a control group of 500 teachers.

Interviews. Interviews were conducted by four members of the appraisal staff with ninety teachers, distributed equally among four school systems which were hosts to the regional conferences. The sample of interviewees was stratified by level of teaching assignment but otherwise random. A uniform interview guide was used by all interviewers with usual precautions for commonalty of understandings.

Conclusions

No judgment was made as to the relative desirability of stimulating such actions as the appointment of audio-visual directors, organization of training sessions, building up production centers, or purchasing more pieces of equipment. We reported that TIMP exercised such stimulating effects to noticeable degree, and in the absence of any new subsidy or matching funds from state sources--a rather rare occurrence in our experience. The net results were only relatively great; it is clear that the majority of school systems involved had only the most austere personnel, organizational, and physical facility arrangements for implementing utilization of instructional media. In view of this, the quantitative increase in degree of classroom utilization of such media is noteworthy.

TIMP as operated in 1961-62 did have impact upon operational practice. By the criteria we used, this impact was significant. In comparison with similar state-wide, low-cost projects designed to affect instructional practice, TIMP is classified by the appraisal staff as outstanding when the measure is immediate, actual change. Its success in initiating a cumulative, influential movement is not known.

On the whole, reactions to the operational structure employed by TIMP in its first year were far more favorable than unfavorable. As a vehicle it did get important and effective things done--more than this appraisal staff has seen reported from any other large-scale dissemination project assisted by grants from NDEA Title VII funds. If dollars spent are used as a yardstick, the productivity of this vehicle appears to be almost phenomenal.

ASSESSING THE NEW EDUCATIONAL TECHNOLOGY

by
T. Kenneth Komoski
Associate Director
Institute for Educational Technology
Teachers College, Columbia University
New York City, New York

There are many important issues of concern in the field of educational technology. Two aspects must be recognized before these issues can be fully explored. The first is the hardware, or equipment, necessary for the use of instructional media. The second aspect is behavorial technology. There are many crude uses and misuses of this particular aspect of applying technology to education. Much laboratory work in psychology has been used to shape lessons to teach. Although there is no clear term for defining behavorial technology, much additional research should be used to improve this form of teaching tool.

There is a significant interaction of industry and the educational world. Industry is entering the educational field with vengeance. A close working relationship is needed between industry and education. Only a limited amount of knowledge of what is going on in education is known by industry to make effective use of new devices and techniques.

Many companies are entering education as an expanding industry. Private capital will become involved in educational products. The Federal Government is developing a plan to support education which will indirectly affect industry because of the amount of money that schools will be spending on products. Education will be the major emerging industry in the second half of the twentieth century. But if care is not taken, this emerging industry will not be effective.

There is a great chance that the rapidity of new technology in education may lessen the potential of technology in education. We really don't realize the issues of an industry as it will be. There has been some speculation regarding this area. Companies might contract with urban school systems for the responsibility for education in specific areas or across the board. Some experiments with this concept are currently being conducted.

Some realistic policy issues come forth. What do schools want to teach and how can this be communicated to industrial companies?

The companies have several problems. They do not know what to produce or how to produce it for the educational market. The compatibility of equipment especially in computer assisted instruction is an example. This problem also leads to a situation where schools may simply buy the hardware without any materials to be used with it. It is easier to develop new pieces of hardware than to create teaching materials for it. A tremendous amount of equipment without materials is not effective. This is a tragic result of the power of resource money and manpower that should have a positive effect on education.

A suggested way to head off some of this problem is to take steps to build a feed-back loop between industry and education that would assess the effectiveness of the materials for the hardware. This feed-back loop might be developed through a system of schools from which data on the performance of a particular type of new material can be used to advise other school systems on its effectiveness. The information can be used by industry to know what materials can be used in the educational community and their effective performance. The feed-back loop might alleviate this difficult problem to solve in the rush of developing a new industry.

There are many difficulties involved. But steps should be taken as soon as possible. The first steps should be a small central source of data on performance and effectiveness of equipment and material. The source could then gradually increase in size to be able to make generalizations about the materials and its effect on particular learners.

(Doctor Komoski first presented this talk at the University of Illinois on May 16.)

Roy Frye

Don White

INSTRUCTIONAL MATERIALS CENTERS IN STATE DEPARTMENTS OF EDUCATION

by
Lee Campion
Director of Educational Communications
New York State Department of Education
Albany, New York

The first major point to stress is that every state education department should have a strong, well-staffed communication center. In the film clip, Commissioner James E. Allen of New York State states, "An educational communication program is a must for every educational institution."

A second point is that communication centers within a department have two audiences to serve:

1. The educational institutions of the state.
2. The state education department itself.

The latter is the service most often neglected. Assistance is given to schools in developing their communications program but little or no professional help to professionals within a state education department.

Thirdly, the main functions or services to be provided a state education department within a communications center are:

1. A graphics communication center for the production of all types of static instructional materials. These include transparencies, slides, graphs, charts, etc.

2. A film-video tape production center for the preparation of films and video tape.

3. A professional library of media materials for teacher-training and demonstration purposes. These materials will included films, video tapes, slides, filmstrips, and other pertinent media.

4. A technical support section to provide a professional with any media and staff needed for presentations, workshops, conferences, etc.

5. A media seminar room. The media seminar room is equipped with multi-screen projection facilities with remote control operation of all equipment, including Telelecture equipment.

The purpose of the above services is to give all the professional and technical support required to perform professional services efficiently and economically.

INSTRUCTIONAL MATERIALS AND TITLE II, ELEMENTARY AND SECONDARY EDUCATION ACT

by
Mary Helen Mahar
Chief, School Library Supervision and Services
U. S. Office of Education, Washington, D. C.

Miss Mahar informed the delegates that all states had submitted plans for Title II, ESEA funds, and that all plans were approved. She also explained the difference between library resources and other printed and published materials. The resource materials are cataloged, organized, and controlled by the library. Other printed and published materials may or may not be under direct library authority.

INSTRUCTIONAL MATERIALS AND TITLE III, ELEMENTARY AND SECONDARY EDUCATION ACT

by
Julia Hamblet
Program Officer
Division of Plans and Supplementary Centers
U. S. Office of Education
Washington, D. C.

1. Over 50% of the proposals received are in the area of "media."

2. In the first two periods, Fiscal Year 1966, 47 projects costing $2,952,588 were approved that were concerned with Instructional Materials Centers. Thirty-two of the approved projects were for planning such centers; 15 were for operating centers.

3. Analysis of the strengths (as reflected in the evaluator's comments) of approved Instructional Materials projects: (not listed in order)

   a. Materials acquired are related to the curriculum and to the needs of the children.

      Time taken to examine the curriculum and to select things that best fit into their situation, rather than just buying "canned" programs.

   b. Materials and equipment will serve several purposes:

      (1) Basic teaching

      (2) Demonstration

      (3) Experimentation

      (4) In service education

      (5) Developing broader curriculum design; new material used for curriculum implementation

   c. Applicant is aware of research done in the field.

   d. Project provides for effective evaluation.

      Not just use of results of standardized test. What has happened to the student? To the teacher?

e. In development of the project, there has been involvement of the people who are going to do the teaching and the supervision at the State and local level.

f. Personnel involved as specialists are, in fact, experienced and competent in their specialty.

g. Purpose of the project is clearly spelled out and the program is adequately described.

4. Weakness of projects (in addition to the lack of the above items):

a. Construction - Title III is not funding construction at this time.

b. Equipment oriented with little regard given to materials that would be used with equipment.

c. AV "saturation" plan - intent on stocking AV materials and equipment rather than establishing exemplary educational program.

5. NO GUARANTEE THAT A SPECIFIC PROJECT WILL BE APPROVED, EVEN IF IT CONTAINS ALL OF THE STRENGTHS LISTED ABOVE. Variety of other factors involved, including but not limited to:

a. Availability of money

b. Geographic distribution of projects

c. Number of similar projects funded throughout the nation

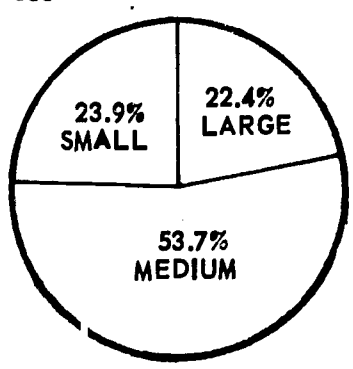
d. Priority of needs within a given state

Etc.

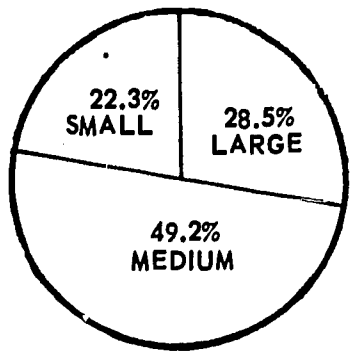
THIS IS A COMPETITIVE PROGRAM

PACE—NUMBER AND AMOUNT OF PROJECTS APPROVED BY SIZE OF SCHOOL SYSTEM FIRST AND SECOND PERIOD

553 PROJECTS APPROVED



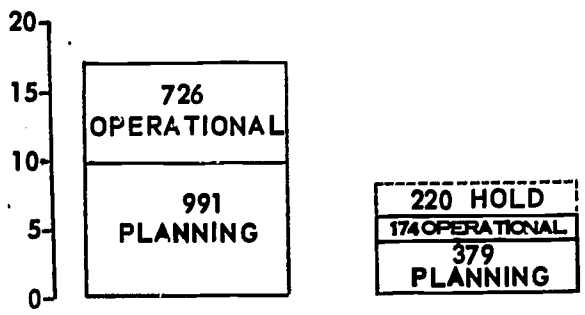
$32.1 MILLION APPROVED



LARGE 25,000 AND OVER
MEDIUM 3,000 – 24,999
SMALL 1 – 2,999

PACE—NUMBER OF PROPOSALS SUBMITTED AND APPROVED FIRST AND SECOND PERIODS

NO. OF PROJECTS

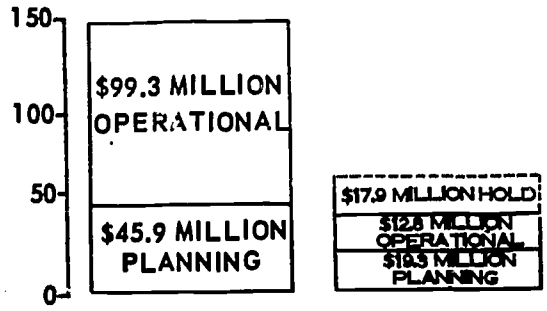


NUMBER SUBMITTED 1717

NUMBER APPROVED 553

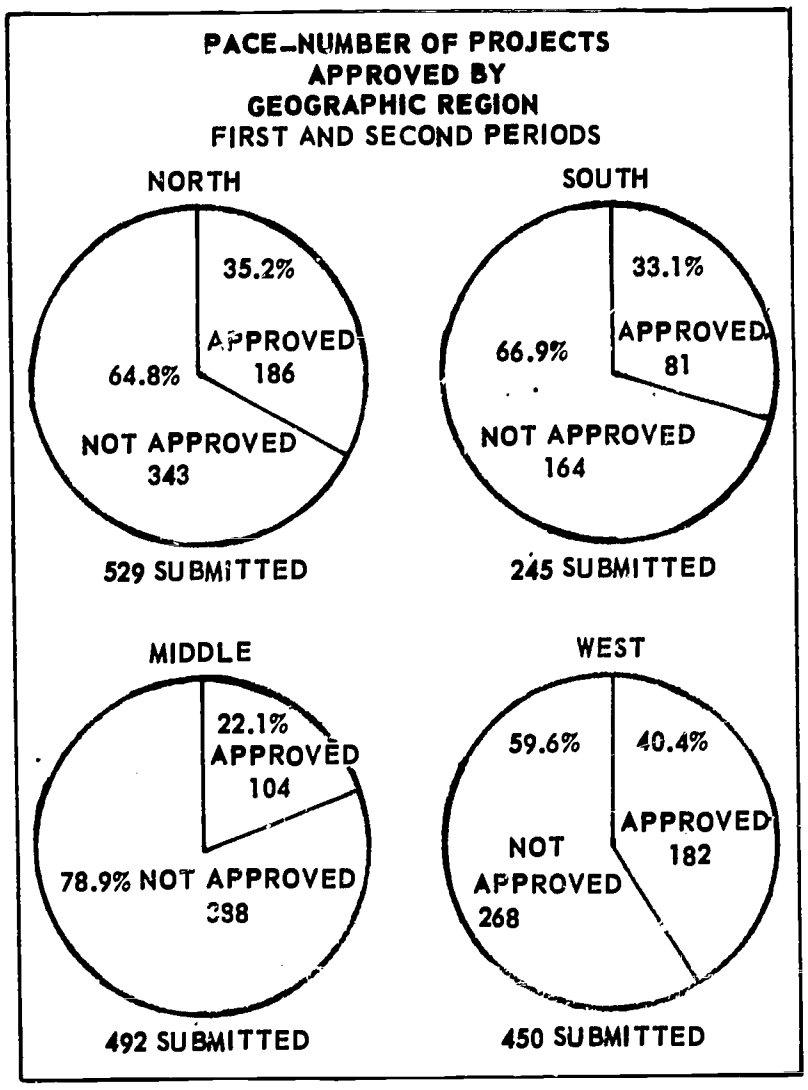
FUNDS REQUESTED AND APPROVED FIRST AND SECOND PERIODS

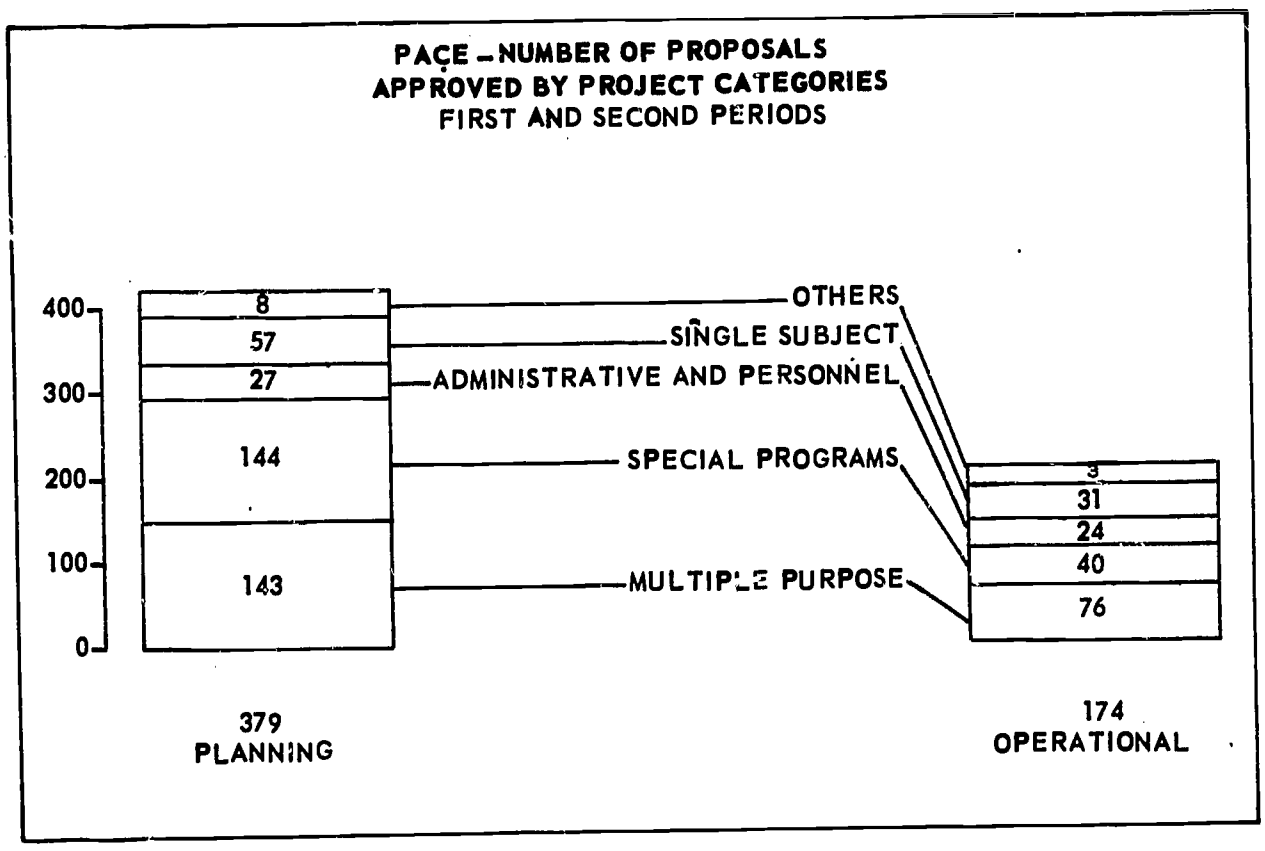
MILLIONS OF DOLLARS



$145.2 MILLION REQUESTED

$32.1 MILLION APPROVED (TO BE SPENT IN FY 66)


PACE–NUMBER OF PROJECTS
APPROVED BY
GEOGRAPHIC REGION
FIRST AND SECOND PERIODS
NORTH
35.2%
APPROVED
186
64.8%
NOT APPROVED
343
529 SUBMITTED
SOUTH
33.1%
APPROVED
81
66.9%
NOT APPROVED
164
245 SUBMITTED
MIDDLE
22.1%
APPROVED
104
78.9% NOT APPROVED
388
492 SUBMITTED
WEST
59.6%
40.4%
APPROVED
182
NOT
APPROVED
268
450 SUBMITTED


PACE – NUMBER OF PROPOSALS
APPROVED BY PROJECT CATEGORIES
FIRST AND SECOND PERIODS
400
300
200
100
0
8
57
27
144
143
OTHERS
SINGLE SUBJECT
ADMINISTRATIVE AND PERSONNEL
SPECIAL PROGRAMS
MULTIPLE PURPOSE
3
31
24
40
76
379
PLANNING
174
OPERATIONAL

EDUCATIONAL TELEVISION

by
Edwin G. Cohen, Director
National Center for School and College Television
University of Indiana
Bloomington, Indiana

Mr. Cohen described the services of educational television. He pointed out that the problems of duplication of programs should be solved to release more time for the creation of new material. The necessity of subject matter specialists in the production of good programs was emphasized by Mr. Cohen.

NATIONAL QUANTITATIVE STANDARDS FOR AUDIOVISUAL PERSONNEL, EQUIPMENT AND MATERIALS

by
Marcus Konnick
Director of Bureau Instructional Materials and Services
Pennsylvania State Department of Public Instruction
Harrisburg, Pennsylvania

The establishment of quantitative standards is always difficult, whether for library books; audiovisual personnel, materials and equipment; facilities; or anything else.

Actually we all recognize that standards have validity only with reference to the situation in which they are used. So we might ask first, "What do your students and teachers need?" But their needs depend on goals and what they are teaching, the nature of the students and the teaching situation, and the like. To do this on a national scale seems preposterous. Have we yet determined what the goals of education are? To some degree. Have we reached national consensus on what content should be taught? We are inching toward this in such areas as physics and modern mathematics, but in such areas as English the whole idea is anathema to some. Have we determined what teaching techniques should be employed? We do not have conclusive research evidence. We have not determined even the most effective methods for achieving the goals we have or for communicating content or developing skills, let alone changing behavior. Without national agreement, how can we measure local needs? Yet, if we wait to determine these ultimates, generations will have left our schools and colleges without adequate education--and indeed they do so now.

We must obviously find some practical expedient. At least enough specialized personnel, materials, and equipment must be made available so that teachers, according to their insights and skills, can do what they conceive to be reasonable. Many persons have some comprehension of these needs. It was this kind of thinking which determined the practical solutions embodied in these standards--until we have more definitive answers to the more fundamental questions which we have asked.

Now, why were standards rather than guidelines decided upon? In our discussions it was agreed that standards represent concrete recommendations based upon a fairly firm determination of needs. They are used to implement laws, provide a base for subsidies and for accreditations. Guidelines on the other hand are at best only general recommendations. They tend to be advanced beyond even the best common practice. They are also viewed as very tentative--and therefore often ignored. The situation, it was decided, calls for firm criteria. Some standards, based upon our best knowledge and insight, are necessary at least to implement such federal laws as the National Defense Education Act, the Elementary and Secondary Education Act, and the Higher Education Act.

Besides, it must be admitted, the splendid use made by librarians of their standards, based upon the same logic--despite the difficulties which impeded implementation--influenced us.

Therefore, discussions and research have concentrated on quantitative audiovisual standards for a number of years. Some years ago Dr. Anna Hyer formulated a set of standards. Many states and school districts have attempted the task. However, the most comprehensive effort began when a national committee formulated tentative standards at the 1963 Department of Audiovisual Instruction Convention. This was reinforced by a NDEA Title VII research grant to Dr. Gene Faris and Dr. Mendel Sherman. While they were at work, the Association of Chief State School Audio-Visual Officers (ACSSAVO) was engaged in a similar task, with the writer as chairman. When Dr. Faris reported the DAVI guidelines which had been modified by comments made by many specialists, in the March 1965 issue of AUDIOVISUAL INSTRUCTION, the ACSSAVO committee decided to evaluate these, and then made contact with Faris and Sherman. To validate the guidelines further, these two researchers then called a national seminar. After an exhaustive analysis in light of the experience and insight of the seminar, the 1965 Faris-Sherman standards were revised. They were adopted by the Board of Directors of the DAVI at its October 31, 1965 meeting. They were then critically analyzed and, with some amendment, accepted unanimously by representatives of 38 state education commissioners and their audiovisual specialists at the November 17, 1965 Conference on the Study in the Development of Cooperative State Leadership in Educational Media, sponsored by ACSSAVO under an NDEA Title VII grant. Finally the ACSSAVO Executive Committee accepted the standards unanimously at its Chicago meeting in December. Since then, they have been distributed widely by DAVI, NAVA, and ACSSAVO.

These standards were developed and distributed in order to provide the most informed possible basis for action on federal, state, and local programs. They are designed to stimulate thought on what are the most desirable practices and on means of achieving them. They are designed to stimulate development.

It will be noted that these are standards for elementary, secondary, and higher education. They relate to personnel, materials, equipment, and materials budgets. Personnel standards are established first, because specialists design programs, develop budgets, do the purchasing, and influence utilization to a considerable degree. There are two sets of standards: basic and advanced. The former are designed to provide an initial platform for schools which have little or nothing. The later are for schools which already meet minimum needs and recognize that higher standards are necessary.

These standards are, of course, not final. New technological developments, evidence of the usefulness of these standards, existing limitations, legislation, accreditation agency reaction, and changes in the availability of personnel, materials, equipment, and funds will demand that they be modified. Faris and Sherman are investigating field reactions and making visitations. As you have seen, states and territories are evaluating and adapting these standards to their needs. Already, accepting these as the standards for 1966, ACSSAVO is developing new standards for 1967.

BUILDING LOCAL MATERIALS TO BRIDGE THE TIME LAG IN CURRICULUM IMPLEMENTATION

by
Jerrold Kemp
Coordinator, Audio-visual Production Services
Audio-visual Service Center, San Jose State College
San Jose, California

Local production activities on the school and school system level, in recent years, have moved from a peripheral to an essential element in instructional materials programs. This is due to two areas of change and development.

First, changes in instructional patterns that now require support with locally prepared materials for such activities as team teaching, large group instruction, and independent learning. Second, new technological developments that require support of local materials are items that make production easy and thus encourage it. Such items are overhead transparencies, transparency-making equipment, 2" x 2" carousel projectors, Edex and other presentation and response systems, 8mm cameras (silent and sound) and school-level television.

Some materials which are, or can be, produced locally are mountings on cardboard or cloth; lettering for posters and charts; display materials such as bulletin boards, magnetic, felt, hook-and-loop; overhead transparencies; 2" x 2" slides (3D subjects, copy printed materials and duplicates); combinations of media (slides and tapes, slides and overhead transparencies, and kits of related materials); and 8mm movies both sound and silent. It is necessary that there be local support for a production program. This support would consist of first, such facilities as a planning area, graphics laboratory, photography studio and darkroom and a recording studio. Second, there must be such equipment as graphics for mounting, lettering, illustrating, and coloring; photographic equipment for color and black-and-white filming, processing, printing and copying; and recording equipment. Third, there must be personnel--a qualified leader to direct, consult, and do production; teachers for college courses, workshops, and personal guidance; students; technical specialists in graphics and photography; and aides.

Schools will find that they can no longer excuse themselves for delinquency in utilization of multi-media because of their inability to produce materials for curriculum implementation but, instead, they must organize, staff, equip, and instruct---in short, enrich through production.

Jerrold Kemp

DISCUSSION GROUPS

GARY JOB CORPS TRAINING CENTER TOUR

Gary Job Corps Training Center is located about 30 miles from Austin. The site originally was an Army helicopter training center that was inactivated in 1959 and was converted in 1964 for use by the Office of Economic Opportunity. This training center for boys was developed from many of the existing facilities. It now covers 2,200 acres of land, with buildings designed for educational, recreational, and residential use.

The center was established to train unemployed boys, ages 16-21, for useful employment. Courses in 39 vocational areas are offered to provide the opportunity for instruction in a gainful trade. Over 3,000 boys are now enrolled in various phases of this plan for education.

The conference delegates toured some of the facilities at this training center. The library as an instructional materials center was visited via a series of slides and accompanying tape. The philosophy and operation of the reading laboratory, which includes testing, instruction, and individual listening posts, were explained by one of the instructors. The tight schedule of the conference limited the amount of time of the visit to the center and, therefore, other interesting areas could not be toured.

CASIS ELEMENTARY SCHOOL LIBRARY

Knapp School Libraries Project, Casis Elementary School, Austin, Texas, is one of the sixty-three schools in the Austin Independent School District and has, from its beginnings more than twelve years ago, served as an active, cooperative research and demonstration center for the University of Texas and the school district. Dr. M. G. Bowden, principal, and Dr. Alice Brooks McGuire, Librarian, have served at the school since its opening.

The Knapp School Libraries Project, by providing funds for additional staff for the library program, for materials to replace worn-out materials in the collection, to enlarge the non-print materials collection, and for equipment and furnishings, made it possible to achieve the standards in staffing in this school and to provide for demonstration of the present excellent program of library services at the Casis School.

Members of the conference had an opportunity to tour the library facilities of this school. One of the groups was fortunate enough to observe the library while school was in session. Some of the delegates went back Thursday morning to visit again.

EVALUATION

The National Conference on Instructional Materials held in Austin, May 22-25, 1966, was for the purpose of presenting to the delegates information that showed improvement as well as maintenance of existing programs of instruction. Because of the changing nature of education, new advances in instructional methods and materials, it behooves the state departments of education to be aware of the newest elements in materials that affect teaching in schools. Since there is a limited opportunity for communication between the state departments concerning the new developments, issues and trends, as well as the evaluation of such, this conference proposed to assemble representatives from state agency personnel, members of state boards of education, legislators, and governors (or members of their staff) for a program that endeavored to disseminate some of the latest information in the field of education.

From the evaluation sheets distributed to each member of the conference, it was found that the reaction to the overall planning and execution of the conference was, "it was one of the best planned and most outstanding conferences I ever attended." Many delegates commented on the organization and on the effective and efficient presentation of the program. A few commented on the fact that the purpose of the conference was not made clear to the participants while most of the others definitely stated that the conference was aimed at state agency personnel. Some objected to the tight schedule; others lauded the compact scheduling which allowed the group to receive as much information as possible in the limited time.

Highlights of the convention, according to the delegates, were the formal speeches by specialists in the media field and the demonstrations which accompanied them. To some, this was considered a weak part.

The panel discussions, which formed the basic core of the conference, were rated high by the delegates. These presented such topics as standards for materials and equipment; merging of the audio-visual and the library; implementation of the curriculum; requirements for training a materials specialist; instructional materials; Title II and III, ESEA; educational television; and materials centers in state agencies. Following each panel presentation was a small group session in which individuals could exchange ideas, compare state agency instructional materials programs, and determine common problems.

There were those who felt that these speeches and discussions presented the media and library field as two separate areas with each specialist seemingly unwilling to take steps toward merging. On the other hand, many librarians stated that they had obtained benefits through professional contacts with top media people. The knowledge of materials, techniques, trends, and criteria they received gave them a more enlightened concept of instructional materials.

The conference produced an impact on those from states which had not ventured far in the media field. To many of the specialists, little new knowledge was presented, but much was gained by the association with other top experts in the field. These top specialists helped to inspire and develop ideas for those who were interested in improving their state instructional divisions. Too, these specialists could realize the need for new creative ideas and trends needed to remain ahead in the media program development.

A favorable reaction was received by those who attended the field trips to Gary Job Corps Training Center, San Marcos, Texas and to Knapp School Libraries Project, Casis Elementary School, Austin, Texas. The only dissenting note was the lack of time for longer visits.

The conference, in actuality, did fulfill the purpose of showing to state agency personnel new methods and trends in the realm of teaching and media. It can also serve as a guide for future conferences to avoid repetition and to emphasize and develop the newer trends and concepts.

DISTRIBUTION OF PARTICIPANTS

2	State Superintendents
3	Assistant State Superintendents
6	Commissioners of Divisions of Instruction
21	A-V Supervisors and Specialists
18	Instructional Media Directors
1	Member of State Board of Education
6	Elementary Education Supervisors
2	Secondary Education Supervisors
26	Library Service Division Personnel
1	Modern Foreign Language Consultant
1	Art Supervisor
3	Legislators
4	Title II, ESEA Directors
2	Title III, NDEA Directors
1	English Consultant
1	Teacher Education Director
1	Science Consultant
1	Social Studies Consultant
1	Business Administration and School Law Consultant

DELEGATES TO NATIONAL CONFERENCE ON INSTRUCTIONAL MATERIALS

Alabama	No representatives
Alaska	Marcella C. Buckalew State Board of Education
	Margaret Justice Elementary Education Supervisor
Arizona	Helen Ashe Assistant School Library Consultant
	Nina J. Mahaffey School Library Consultant; Director, Title II
Arkansas	Heloise Griffon Supervisor, Audio-Visual Service
	Cecil E. Shuffield Supervisor of Instruction
	Dean Whiteside Director of Instructional Materials
California	Mildred M. Brackett Consultant, School Library Education
	John G. Church Consultant, Curriculum Development
Colorado	Leroy A. Green Director, Instructional Materials Center
	Esther Tracey Supervisor, Instructional Materials Center
Connecticut	No representatives
Delaware	Howard E. Row Assistant State Superintendent
	Richard Krueger Audio-Visual Education Specialist

District of Columbia (U. S. Office of Education)	John Cameron Chief, Administrative Instruction Support Branch
	Jane Franseth Administrative Instruction Support Branch
	Julia Hamblet Program Officer, Division of Plans and Supplementary Centers
	Mary Helen Mahar Specialist, School Library Supervisor and Services
	Earl Schubert Area Desk Supervisor, Division of State Agency Cooperation
Florida	James E. Harbin Consultant, Audio-Visual Services
	Eloise T. Jones Consultant, Library Services
Georgia	E. A. Abercrombie Manager, Audio-Visual Services
	Sarah Jones Chief Library Consultant
	John Persell Consultant, Audio-Visual Education
Hawaii	James R. Hunt State Librarian
	Hiram K. Kamaka State Representative, Chairman of Appropriations Committee
Idaho	No representatives
Illinois	No representatives
Indiana	Georgie Goodwin Director, Library Division

	Earl Grove Director, Title II
	Dale C. Hartzler Director, Audio-Visual and TV Instruction
Iowa	Betty Jo Buckingham Librarian
	Clifton L. Kessler Audio-Visual Consultant
Kansas	Harold Caldwell Media Consultant
	Marilyn Miller Library Consultant
	Charles Nicholson Modern Foreign Language Consultant
Kentucky	Nella Bailey Supervisor of School Library Services
	Eleanor Simmons Coordinator for Library, Jefferson CountySystems
Louisiana	James S. Cookston Supervisor, School Libraries
	Leonard J. Olsen Supervisor, Aduio-Visual Education
	A. E. Swanson Director, Materials of Instruction
Maine	Villa Quinn State Elementary Supervisor
	Terry Ann Poulin State Educational TV Supervisor
Maryland	Mae I. Graham State Supervisor of School Libraries
	Harold H. Lott State Supervisor of Art

Massachusetts	V. Genevieve Galick Director, Division of Library Extension
	William F. Kelly Supervisor, Elementary Education
Michigan	Mary Ann Hanna School Library Consultant
	Charles Ruffing Chief, Instructional Materials Center
Minnesota	Ruth Ersted Supervisor, School Library Unit
	Arnold Luce Supervisor, Audio-Visual Unit
Mississippi	No representatives
Missouri	No representatives
Montana	Jerome Toner Program Assistant for Library Services Administration
Nebraska	Hugh Harlan Elementary Supervisor
	L. W. Harvey Director, Instructional Materials and Library Services
	Ferne H. Orme State Legislator
Nevada	John R. Gamble Assistant Superintendent for Public Instruction
	Robert L. Lloyd Consultant, English and Library
New Hampshire	Howard R. Kimball Consultant, Secondary School Services
	Philip Northway Educational Consultant, Library Services

New Jersey	William King State Audio-Visual Director
	Thaddeus Sheft Co-director, Audio-Visual Center Montclair State College
New Mexico	Robert Esparza Director of Secondary Education
	Beverly Graham Director of Science
New York	Lee Campion Director, Educational Communications
	George Blanco, Associate in Educational Communications
	Warren W. Knox Assistant Commissioner for Instructional Services
North Carolina	David Hunsucker Supervisor of Instructional Materials
	John Shaver Associate Supervisor, Audio-Visual Education
North Dakota	S. R. Lacher Assistant Director of Title III
Ohio	Jack E. Brown Coordinator, Title II, ESEA
	Clyde K. Miller Director, Division of Instructional Materials
Oklahoma	E. F. Bryan Director of Television Education and Instruction Media
	Elizabeth Geis Assistant Director, Title II
Oregon	Henry Ruark Consultant, Instruction Materials

	Benjamin L. Simmons Director, Curriculum and Instructional Media
Pennsylvania	Clifford A. Burket Teacher Education Advisor
	Marcus Konick Director, Bureau of Instructional Materials
	Joyce Scholl School Library Development Advisor
Rhode Island	William P. Robinson, Jr. Commissioner of Education
	Grace M. Glynn Associate Commissioner of Education
South Carolina	J. C. Holler Director, Division of Instruction
	Carroll McGee Audio-Visual Supervisor
South Dakota	Willis Gray Accountant, Title III NDEA
	Ervin Peregrine Consultant, Business Administration and School Law
Tennessee	No representatives
Texas	Texas Conference Staff
Utah	Elsie Dee Adams Specialist, Library Services
	LeRoy R. Lindeman Administrator, Division of Instructional Media
Vermont	Lester Jipp Consultant, Social Studies Curriculum
	Leo O'Brien, Jr. State Legislator, Appropriations Committee

Virginia	J. E. Oglesby Supervisor, Film Production
	J. Sol Wrenn, Jr. Film Production Service
Washington	Jean Badten Supervisor, Library Services
	Thomas Hannan Supervisor, Audio-Visual Services
	James Hardie Supervisor, Audio-Visual Services
West Virginia	R. Neil Chenoweth Elementary Supervisor
	Rex M. Smith State Superintendent of Schools
Wisconsin	Robert Little Supervisor, School Libraries
	Robert Wheeler Supervisor, Audio-Visual Instruction
Wyoming	Jean Henschel Title II Coordinator
	Arlo Niederer Elementary Coordinator